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ABSTRACT

This guide identifies significant language arts objectives and then designates, in terms of the typical or "average" student, the grade level at which each concept or skill should be introduced, then reinforced, and finally mastered. Specific objectives are listed for the following language arts areas: listening, speaking, reading readiness skills, vocabulary and word attack skills, reading comprehension, reading rate, reading in content areas, spelling, handwriting, composition, grammar, study/library skills, literature at the primary and intermediate levels, literature at the upper elementary and secondary levels, and elective courses at the senior high school level. The guide includes a list of recommended novels and plays for grades seven through ten; an appendix offers a suggested technique for the study of spelling, a list of common prefixes and suffixes, a basic outline form, and a description of the SQ3R--survey, question, read, recite, and review--method of study. (GW)

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LANGUAGE ARTS

CURRICULUM GUIDE:

PERFORMANCE EXPECTATIONS

K - 12

1976

OFFICE OF CURRICULUM AND INSTRUCTION

NORTHERN VALLEY SCHOOLS

CLOSTER PLAZA

CLOSTER, NEW JERSEY 07624

Bergen County

Participating School Districts

Closter	Harrington Park	Norwood
Demarest	Haworth	Old Tappan
	Northvale	

Northern Valley Regional High School District

CS 203 467

OFFICE OF CURRICULUM AND INSTRUCTION
NORTHERN VALLEY SCHOOLS

LANGUAGE ARTS CURRICULUM GUIDE: PERFORMANCE EXPECTATIONS, K-12

APPROVAL LIST

	Approved
Language Arts Study Committee	X
Instructional Council	X
Principals Advisory Group	X
Northern Valley Administrators Association	X
Board of Education:	
Closter	X
Demarest	X
Harrington Park	X
Haworth	X
Northvale	X
Norwood	X
Old Tappan	X
Northern Valley Regional High School District	X

PREFACE

This Guide was written as the result of a need expressed by teachers and administrators in the Northern Valley Schools for better articulation and improvement of the language arts curriculum. Concern regarding the language arts curriculum was strong even though results of student performance in the language related areas of the Stanford Achievement Test at the elementary level and the Scholastic Aptitude Test at the high school level showed Northern Valley students, as a whole, scoring well above national norms. Some concern was directed to a perceived decrease in student writing, both quantitively and qualitively. Another area of concern was the assignment of several of the same novels for study at both the elementary and high school levels.

As the results of these and other concerns regarding the language arts curriculum, the Director of Curriculum and Instruction of the Northern Valley Schools, with the support of the Instructional Council, Principals Advisory Group, and Northern Valley Administrators Association, organized the Language Arts Curriculum Study Committee and directed a two-year curriculum development and articulation project.

The first meeting of the Committee was held on May 16, 1974 with twenty 7th through 10th grade language arts teachers. Since that first meeting, fourteen additional full-day curriculum work sessions were held (to February 10, 1976). As the work of the Committee progressed, teachers of certain grade levels were excused and new committee members representing different grade levels were involved. While no more than about twenty committee members were meeting together at one time, the cumulative total of kindergarten through 12th grade teachers (including reading, speech, and library specialists) involved in the project over the two-year period is fifty-one. Representation from each of the eight participating school districts were maintained throughout the duration of the project. At different points in time, sub-committees were formed to concentrate efforts on specific areas, such as composition, literature, reading comprehension, and study/library skills. Following each work session of the Committee, a working copy of the developing Guide was shared with the professional staff of the eight districts to maintain communication, to obtain suggestions, and to elicit reactions.

This Guide is the product of the process which has been described. The approach which has been taken to facilitate intra-district and inter-district articulation is that of identifying significant language arts objectives and then designating, in terms of the typical or "average" student, the grade level at which the concept or skill is introduced, then reinforced, and finally mastered.

Another significant outcome of this study has been the tremendous degree of interaction, communication and sharing of ideas and resources between the elementary and high schools and among the elementary schools.

It is planned that this Guide will be reviewed and evaluated periodically. Suggestions for revisions are invited.

Hopefully, the Guide will provide a useful, unifying element for the language arts program in this multi-district setting. Improvement in the sequence and articulation of the language arts program will be of substantial, direct benefit to the students of the Northern Valley Schools.

Numerous people have devoted much time and effort to this project. The members of the Language Arts Study Committee, who cooperatively made this Guide a reality, are listed on the pages which follow.

Edward A. Ciccoricco

EAC/sy

Edward A. Ciccoricco, Director
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INTRODUCTION

In using the Language Arts Curriculum Guide, it is most important to read the explanation of the code (which follows this section).

A concept or a skill may be introduced earlier than indicated in the Guide, given appropriate conditions of student ability and readiness. Reinforcement refers to additional instruction, review, and practice. Mastery is to be viewed in relation to content appropriate to the grade level.

The Guide was developed in terms of the "average" student. Some students will need additional instruction to meet the expectations indicated for the various levels. Some modification of the expectations may be necessary for particular students. For other students, the suggested expectations will be seen as a base upon which enrichment and more advanced curriculum experiences can be developed.

Language arts classroom teachers, reading teachers, speech teachers, librarians, learning disabilities teacher consultants, and other professionals who are involved in the language arts area will find the Guide helpful for individual or team planning of instruction. Some grade level meetings might be used to analyze the specific performance expectations indicated in the Guide for the particular grade level. Upper elementary and high school language arts teachers can use the Guide to help clarify sequential areas of study, appropriate performance expectations, and connections between elementary and high school studies.

The Guide can also be helpful in the selection of instructional materials for the language arts program. The Guide was developed with no one particular textbook series or "package" in mind. The performance expectations listed in this Guide are basic to a language arts program. Therefore, a variety of language arts resource materials will be compatible with the Guide.

The Curriculum Library has a collection of language arts instructional resources which may be borrowed by elementary and secondary professional staff. These resources include films, sound filmstrips, textbooks, and professional books on teaching methods, including listening, speaking, reading, study skills, library use, and other areas of the language arts. Catalogs describing instructional films, language arts materials, reading programs, and other resources are also available.

An effective language arts program helps a child learn to listen, speak, read, study, and write. To achieve these goals, the child must experience language; he or she must be immersed in language activities. The mere memorization of grammatical rules will not assure an effective speaker or writer. The rules are a means, not an end. Teaching a child to write is teaching a child to think; it is one of the most difficult intellectual tasks. Effective writing is based upon accurate perception and adequate information. The best topics are to be found in the child's own experiences.

The performance expectations in this Language Arts Curriculum Guide are organized into sixteen sections. As with the sequence of language development, the Guide begins with sections on listening and speaking. The next five sections of the Guide focus on various aspects of reading. Sections on spelling, handwriting, composition, and grammar follow. The Guide then presents performance expectations for a variety of study/library skills. Literature is treated in the next two sections, which are followed by a list of recommended novels and plays for grades seven through ten. The last section of the Guide presents performance expectations for twelve high school senior English elective courses. The appendix contains a suggested technique for the study of spelling, a list of common prefixes and suffixes, a description of the SQ3R method of study, and a basic outline form.

LANGUAGE ARTS PERFORMANCE EXPECTATIONS

CODE

I = Introduction

R = Reinforcement

M = Mastery

CODE EXPLANATION

I = Introduction (indicates recommended initial instruction in concept or skill: I-7 = introduced in 7th grade; individual districts may elect to introduce earlier)

R = Reinforcement (indicates concept or skill has been introduced at a previous level, but additional instruction is deemed necessary prior to mastery: R-8 = reinforcement needed in 8th grade)

M = Mastery (indicates that the "average" student is expected to have learned the concept or skill: M-9 = student mastery of concept is expected in 9th grade)

Note: A "+" following the grade level designation in the mastery column indicates that while the "average" student is expected to have learned the basic concept or skill by the grade level indicated when given material relevant to that grade level, he or she will be confronted with the need to master the concept or skill in more complex forms at subsequent grade levels. M-6+ means that student mastery of the concept or skill is expected in the 6th grade when given sixth grade material (vocabulary, content difficulty, etc.) However, the student will meet more complex forms of the concept or skill at subsequent grade levels and need to master these forms as they are encountered.

I. Listening	I	R	M
A. Listening Behavior			
The student will be able to:			
1. Describe the role of a listener.	K	1-3	4+
2. Remain quiet and attentive when someone else is speaking.	K	1-3	4
3. Share discussion time.	K	1-3	4
4. Listen for specific purposes:			
a. pleasure.	K	1-8	9+
b. directions.	K	1-8	9+
c. information.	K	1-5	6+
d. descriptive words.	K	1-4	5+
e. sequence of events.	K	1-5	6+
f. main idea.	K	1-7	8+
5. Demonstrate an acceptance of another person's speech pattern, voice, articulation and verbal expression.	K	1-3	4+
6. Compare and contrast his/her own ideas experiences to those related by others.	K	1-3	4+
B. Recognition and Discrimination			
The student will be able to:			
1. Identify familiar sounds in his/her environment.	K	1-3	4
2. Attend to what is specifically directed to him/her:			
a. one to one basis.	K	1	2
b. group situation.	K	1-3	4+
c. tape, record, or other audio presentation with no visual accompaniment.	1	2-3	4+
3. Discriminate between different sounds:			
a. gross sounds.	K	1	2
b. sounds of high-low.	K	1	2
c. sounds of loud-soft.	K	1	2
d. sounds of near-far.	K	1	2

	I	R	M
4. Distinguish between words which sound similar but are not alike.	K	1	2
5. Identify rhyming words:	K	1-3	4
a. in isolation.			
b. in sentences.			
6. Identify words with likenesses and differences in beginning and ending sounds.	1	2-3	4
7. Identify differences and similarities in sounds.	1	2-4	5
8. Recognize non-verbal and rhythmic auditory patterns.	K	1-2	3
9. Repeat a series of unrelated words or digits.	K	1-4	5+
10. Repeat verbatim sentences that are heard.	K	1-4	5+

C. Comprehension

Given materials appropriate to his/her own grade level, the student will be able to:

1. Associate meaning with			
a. spoken words.	K	1	2+
b. numbers.	K	1	2+
c. spatial concepts (up/down; top/bottom; in/out).	K	1	2+
2. Follow a set of directions in a given situation.	K	1-8	9+
3. Interpret voice tones (anger, happiness, sadness, fright).	K	1-2	3+
4. Interpret facial expressions and gestures that convey meanings.	K	1-2	3
5. Recall significant details.	K	1-2	3+
6. Listen to and answer simple questions.	K	1-3	4+

	I	R	M
7. Classify words according to general categories. (Apples, oranges, bananas are all _____.)			
a. use of concrete objects.	K	1-4	5+
b. use of words alone.	K	1-8	9+
8. Identify words belonging to a given category. (Five fruits are _____.)			
a. use of concrete objects.	K	1-4	5+
b. use of pictures.	K	1-4	5+
c. use of words alone.	K	1-8	9+
9. Recall important points or events in their proper sequences.	K	1-5	6+
10. Organize what is heard to identify main idea.	K	1-7	8+
11. Respond appropriately to questions asking who, what, where, when and why?	K	1-7	8+

D. Critical Listening

Given material appropriate to his/her own grade level the student will be able to:

1. Analyze meanings and implications of words used by speakers in a particular context.	K	1-11	12
2. Relate verbal information to previous experience.			
3. Make inferences:			
a. Hypothesize events that led up to the event being described, based on facts described by speaker.	K	1-6	7+
b. Identify what is heard when it is not presented explicitly.	K	1-6	7+
c. Distinguish between data heard and data inferred.	4	5-6	7
4. Draw valid conclusions:			
a. Recognize a conclusion.	K	1-4	5+
b. Summarize a passage.	K	1-8	9
c. Make a concluding statement orally.	2	3-4	5+

		I	R	M
5.	Identify a speaker's point of view.	K	1-11	12
6.	Analyze his/her own prejudices and the effect they have on his/her perception of speaker's remarks.	6	7-10	11
7.	Differentiate:			
	a. between logical/illogical arguments.	K	1-10	11
	b. among fact/opinion/fantasy.	K	1-10	11
	c. between emotional/rational statements.	5	6-10	11
8.	Identify purpose of a formal speech.	1	2-10	11
9.	Distinguish between relevant and irrelevant information.	1	2-5	6+
10.	Recognize humor in a given situation.	K	1-5	6+
11.	Demonstrate comprehension of oral communication:			
	a. Explain denotative and connotative meanings of words.	4	5	6+
	b. Listen, answer, and formulate simple questions.	K	1-3	4+
	c. Paraphrase a spoken message.	3	4-7	8+
12.	Distinguish among various sounds of the language:			
	a. Identify rhyme.	K	1-2	3
	b. Recognize rhythm in poetry.	K	1-2	3
	c. Recognize dialects and accents.	4	5-7	8
13.	Recognize differences in a speaker's:			
	a. cadence.	7	8	9
	b. inflection.	7	8	9
	c. emphasis.	4	5-8	9
	d. tonal quality and manner of delivery.	7	8	9
14.	Identify slang, non-standard and standard usage.	5	6-7	8

II. Speaking	I	R	M
The student will be able to:			
1. Speak with confidence.	K	1-8	9+
2. Express ideas clearly and succinctly.	K	1-8	9+
3. Keep to the topic.	K	1-6	7+
4. Decide when to use formal and informal speech.	5	6-10	11
5. Use vocabulary appropriate to the situation.	2	3-6	7+
6. Speak effectively:			
a. Enunciate clearly.	K	1-6	7+
b. Maintain eye contact with listeners.	K	1-6	7+
c. Phrase and pause appropriately.	2	3-6	7+
d. Adjust volume to conditions.	K	1-6	7+
e. Control pitch and rate for purposes of emphasis,	6	7-10	11
7. Retell a story or relate an experience in logical order.	K	1-4	5+
8. Organize and present an oral report or speech.			
a. Prepare reports or speeches which are informative, persuasive or entertaining.	6	7-10	11
b. Utilize appropriate resources to locate general information on a subject: current precise statistics, quotations from authorities, topical quotes, anecdotes, witticisms and editorial opinions.	7	8-10	11
c. Utilize visual aids to clearly and accurately explain a term or process.	4	5-10	11
9. Prepare and present an oral interpretation of a poem and a prose selection.	7	8-10	11
10. Participate in improvisational activities; for example, role playing, charade, pantomime.	K	1-8	9+
11. Participate in some form of dramatic presentation.	K	1-8	9+

		I	R	M
12.	Prepare a poetic or dramatic reading, using the following to convey the meaning and tone of the selection:	9	10-11	12
	a. variation in tone of voice.			
	b. emphasizing and/or prolonging key words.			
	c. phrasing.			
	d. variation of rhythm.			
	e. variation of pitch and volume of voice.			
	f. variation in rate of speech.			
	g. use of pauses.			
	h. relevant body movement and/or gestures.			
13.	Participate in or lead small group discussion or panel discussion utilizing the following techniques:			
	a. Listen without interrupting.	6	7-10	11
	b. Share discussion.	6	7-10	11
	c. Stay on the subject.	6	7-10	11
	d. Make pertinent comments.	6	7-10	11
	e. Contribute significant ideas.	6	7-10	11
14.	Use techniques of informal debate.			
	a. Distinguish between statement of fact and opinion.	7	8-10	11+
	b. Identify key terms and issues.	7	8-10	11+
	c. Restate issues.	7	8-10	11+
	d. Use specific facts to support thesis.	7	8-10	11+
	e. Construct units of proof.	7	8-10	11+

III. Readiness Skills	I	R	M
A. Perceptual Development			
1. Motor			
The student will be able to:			
a. Demonstrate gross motor control by:			
1) hopping.	K	1	1
2) skipping.	K	1	1
b. Demonstrate fine motor control and eye/hand coordination by:			
1) using puzzles.	K	K	K+
2) tying and buttoning.	K	K	K+
3) tracing.	K	K	K+
4) drawing and coloring.	K	K	K+
5) marking.	K	K	K+
6) pasting.	K	K	K+
7) cutting.	K	K	K+
2. Auditory			
The student will be able to:			
a. Identify rhyming words.	K	1	2
b. Provide a rhyming word when given words, such as hill, cat, and band.	K	1	2
c. Identify initial sounds.	K	1	2
d. Identify final sounds.	K	1	2
e. Identify medial sounds.	1	2	3
3. Visual			
The student will be able to:			
a. Recognize likenesses and differences in:			
1) size.	K	1	1
2) color.	K	1	1
3) shape.	K	1	1
4) letters.	K	1	1
5) numerals.	K	1	1
6) words.	K	1	1
b. Match letter forms (upper and lower case letters).	K	1	1
c. Recognize his/her own name in print.	K	1	1

		I	R	M
4.	Directional Skills			
	The student will be able to distinguish between concepts such as:			
	a. up-down.	K	1	1
	b. left-right.	K	1	1
	c. top-bottom.	K	1	1
	d. big-little.	K	1	1
	e. short-tall.	K	1	1
	f. more-less.	K	1	1
B.	Language Development			
1.	Vocabulary			
	The student will be able to use an expanded vocabulary growing out of wider experiences.	K	1	1+
2.	Word Meaning			
	The student will be able to:			
	a. Associate words with objects.	K	K	K+
	b. Associate words with pictures.	K	K	K+
3.	Comprehension			
	a. Having listened to a story, the student will be able to correctly respond to simple questions regarding:			
	1) main idea.	K	1	1+
	2) main characters.	K	1	1+
	3) significant details.	K	1	1+
	4) sequence of events.	K	1	1+
	5) drawing conclusions.	K	1	1+
	b. During the reading of a story, the student will be able to predict an outcome.	K	1	1+

(For further details regarding comprehension skills, the teacher should refer to sections on listening and reading.)

	I	R	M
4. Oral Expression			
The student will be able to:			
a. Participate in conversation.	K	K	K+
b. Make up simple endings to stories.	K	K	K+
C. Emotional Development			
The student will be able to demonstrate the following:			
1. self control.	K	1	1
2. self reliance.	K	1	1
3. participation in group activities.	K	K	K+
4. completion of assigned tasks.	K	1	1+

IV. Reading: Word Skills

	I	R	M
A. Vocabulary			
1. Sight Vocabulary			
a. Given the vocabulary of basal text being used, the student will identify 95% of the words.	at all grades		
b. Given the Dolch Basic Sight Word List, the student will identify 100% of the words.	1	2	3
2. Meaning Acquisition Skills			
a. Word meanings			
1) homonyms - Given a sentence containing a homonym, the student will apply meaning appropriate to the context.	1	2-3	4
2) homographs - Given a sentence containing a homograph, the student will apply meaning appropriate to the context.	2	3	4
3) multiple meanings - Given a sentence containing a word which has multiple meanings, the student will apply meaning appropriate to the context.	1	2-3	4
4) synonyms - Given a stimulus word in context at his/her level, the student will be able to substitute an appropriate synonym.	1	2	3+
5) antonyms - Given a stimulus word at his/her level, the student will be able to provide a suitable antonym.	1	2	3+

	I	R	M
6) compound words - Given a sentence containing a compound word, the student will apply meaning appropriate to the context.	1	2-3	4
7) root words - prefixes and suffixes. Given a sentence containing a word with affix(es), the student will state the meaning of the word.	1	2-3	4+

b. Expanded meanings

Given an example in context of any of the following, the student will identify the difference in meaning from the literal meaning:

1) idioms.	4	5-7	8+
2) figurative language.	4	5-7	8+
3) slang.	4	5-7	8+

c. Context aids to meanings

Given a word whose meaning is unknown in a setting which reveals the meaning of the word, the student will define the word using one of the following contexual aids:

1) definition.	3	4-7	8+
2) example.	3	4-7	8+
3) restatement.	3	4-7	8+
4) inference.	3	4-7	8+

d. Specialized vocabulary
(See Reading In The Content Areas)

	I	R	M
3. Analogies			
a. When given a pair of words, the student will be able to:			
1) Determine the relationship between the two words.	6	7-11	12+
2) Find the same relationship among choices which follow the first two words.	6	7-11	12+
b. The student will be able to identify fifteen basic types of analogous relationships:	9	10-11	12+
1) purpose.			
2) cause and effect.			
3) part: whole.			
4) part: part.			
5) action to object.			
6) object to action.			
7) synonym.			
8) antonym.			
9) place.			
10) degree.			
11) characteristic.			
12) sequence.			
13) grammatical.			
14) numerical.			
15) association.			
B. Context Clues - Word Identification			
When given a contextual clue (pictorial, syntactical, semantic), the student will be able to identify a word(s) not in his reading vocabulary.	1	2	3+
C. Phonetic Analysis			
1. Alphabet			
Given the letters of the alphabet in random order, the student will be able to name the upper and lower case forms of each and will be able to discriminate among them.	K	1	1

I R M

2. Consonants

Given the letters or letter combinations listed below, the student will be able to associate correct sound with symbol(s), both in isolation and in words:

a. Initial and final consonants — K 1-2 3

b	h	l	p	t	x
d	j	m	r	v	y
f	k	n	s	w	z

b. Medial consonants — 1 2 3

b	h	l	p	t	x
d	j	m	r	v	y
f	k	n	s	w	z

c. Difficult consonants — 1 2 3

"c" as in city ("s" sound)
"c" as in coat ("k" sound)
"g" as in go ("guh" sound)
"g" as in giant ("j" sound)
"q" as in queen ("kw" sound)

d. Consonant blends

1) Two letter blends — 1 2 3

bl	br	dw	sc	nk
cl	cr	sw	sk	nd
fl	dr	tw	sm	
gl	fr		sn	
pl	gr		sp	
sl	pr		st	
	tr			

2) Three letter blends — 2 2 3

sch	thr
scr	spl
spr	squ
str	

		I	R	M
e.	Consonant digraphs			
	sh	1	2	3
	ch			
	ck			
	wh			
	th (voiced - "this")			
	th (voiceless - "then")			
	ph	2	3	3
	ng			
	gh			
	gu			
f.	Silent consonants	2	3	3
	kn (know)			
	wr (write)			
	gh (eight)			

3. Vowels

Given the letters or letter combinations listed below, the student will be able to associate correct sound with symbol(s), both in isolation and in words.

a.	Short sound	1	2	3
	"a" - apple			
	"e" - egg			
	"i" - Indian			
	"o" - octopus			
	"u" - umbrella			
b.	Vowel digraph (double vowel)	2	3	4
	"ai" - mail			
	"ee" - meet			
	"oa" - oats			
	"ae" - treat			
	"ow" - show			
c.	Long vowels (final e rule)	2	3	4

	I	R	M
d. Variant vowel sounds	2	3	4

"oi" - oil
"oy" - boy
"ou" - out
"ow" - brown
"au" - haul
"aw" - saw
"al" - salt
"oo" - look
"oo" - food

e. "Y" as a vowel	2	3	4

1) at the end of a small word, when no other vowel is in the word - (long) my, fly,

2) at the end of a two syllable word - usually has sound of long "e" - party, funny,

f. Vowel plus r	2	3	4

"ar" - car
"er" - her
"ir" - girl
"or" - for
"ur" - fur

g. Schwa	3	4-7	8

Vowels in unaccented syllables of words often say the schwa sound.

4. Phonograms

Given the letter combinations listed below, the student will be able to associate correct sound with symbols, both in isolation and in words.

a. Two letter phonograms	1	2	3

ab	em	if	ob	ub	as
ad	en	ig	od	ud	at
ag	ep	in	og	ug	ot
am	et	ip	om	um	
eb	ex	is	on	un	
ed	ib	it	op	us	
eg	id	ix		ut	

		I	R	M
b.	Three or more letter phonograms	2	3	4

ack	ent	ing	int	oot
aff	ell	ine	igh	ore
ake	each	ight	itch	orse
arn	een	ith	ouse	ought
eet	est	ick	ool	orn
eep	ike	ile	oom	oast
				unk

D. Structural Analysis

1. Compound words

a.	Given a compound word, the student will be able to identify the two words from which the compound word was formed.	1	2-3	4

2. Endings

a. Given words in context to which the endings listed below have been added, the student will indicate the meaning which the ending gives to the word:

1)	s	es	ing	ed	2	3-7	8
2)	n	en	er	est	2	3-6	7
3)	's	s'			3	4-7	8+

b. Given a list of words, the student will be able to correctly add endings according to the following generalizations:

1)	drop final e when adding ing or ed.	2	3-4	5
2)	use es for plural form when words ending in s,x,z,ch, and sh.	2	3-5	6
3)	double final consonant when adding ing or ed when preceded by short vowel sound.	2	3-4	5
4)	change y to i when y is preceded by consonant.	2	3-4	5

	I	R	M
3. Prefixes Given words in context or in isolation to which prefixes have been added, the student will be able to change the meaning of the words. (See Appendix.)	2	3-7	8+
4. Suffixes Given words in context or in isolation to which suffixes have been added, the student will be able to explain how the suffixes change the tense, meaning, and/or part of speech.	2	3-7	8+
5. Root Words Given a list of words containing prefixes, suffixes or endings, the student will be able to correctly isolate the root words, making any necessary spelling change.	2	3-7	8+
6. Root Form Given a root form, the student will be able to state the correct meaning; i.e., cred .. credibility.	6	7-11	12
7. Contractions Given a list of contractions, the student will be able to identify the two words which each contraction represents.	2	3	4

	I	R	M
8. Syllabication			
a. Given a word in isolation or context, the student will be able to identify the number of syllables auditorily.	1	2	3
b. Given a word in isolation or context, the student will be able to recognize that there are as many syllables in a word as there are vowel sounds.	2	3	4
c. Given a word in isolation or context, the student will be able to identify the number of syllables by applying the basic rules of syllabication.	3	4	5
9. Accent			
a. Given a word with more than one syllable, the student is able to recognize that one syllable is usually said with more stress than the other.	4	5-7	8
b. Given a word with more than one syllable, the student is able to recognize that there can be a shift in this stress when:			
1) a suffix is added.			
sub'urb sub ur' ban	4	5-7	8
2) a part of speech is changed.			
re'cord record'	4	5-7	8

V. Reading: Comprehension	I	R	M
A. Literal			
Given a selection, the student will be able to:			
1. Use context clues to determine meaning of an unfamiliar word:	1	2	3+
a. by definition.			
b. by example.			
c. by restatement.			
2. Identify facts when explicitly stated.	1	2	3+
3. Recall facts when explicitly stated.	1	2	3+
4. State meaning of phrase.	1	2	3+
5. State meaning of a sentence.	1	2	3+
6. State meaning of a paragraph.	1	2	3+
7. State meaning of a larger unit.	1	2	
B. Interpretive			
1. Main Ideas			
a. Given a paragraph, the student will be able to identify the main idea when stated in a topic sentence:			
1) at the beginning of a paragraph.	2	3-4	5+
2) at the end of the paragraph.	3	4-5	6+
3) in the middle of a paragraph.	3	4-5	6+
b. Given a paragraph, the student will be able to identify the main idea when it is not stated in a topic sentence, but rather when all sentences contribute to the main idea.	4	5-7	8+
c. Given selection larger than a single paragraph, the student will be able to identify major topics and explain how the contribute to development of main idea of the entire selection.	6	7	8+

	I	R	M
2. Recognizing Details			
Given an appropriate paragraph, the student will be able to:			
a. Distinguish between main ideas and details.	3	4-7	8+
b. Identify the details that support the main idea.	3	4-7	8+
c. Identify major and minor details that support the main idea.	9	10-11	12
d. Identify details that are not supportive of the main idea, but add interest.	9	10-11	12
3. Character Analysis			
Given an appropriate selection, the student will be able to:			
a. Identify explicit statements which develop a character.	1	2-5	6+
b. Hypothesize about the nature of characters on the basis of clues presented in the selection.	2	3-6	7+
4. Sequencing			
Given an appropriate sentence, paragraph or larger selection, the student will be able to:			
a. Identify the sequence or events, actions, ideas or emotions.	2	3-4	5+
b. Identify elements of foreshadowing or flashback.	8	9-11	12

	T	R	M
5. Recognizing Cause and Effect			
Given an appropriate sentence, paragraph, or larger selection, the student will be able to:			
a. Identify single cause and effect.	1	2-6	7+
b. Identify multiple causes leading to a single effect.	3	4-7	8+
c. Identify a single cause leading to multiple effects.	3	4-7	8+
d. Identify multiple causes leading to multiple effects.	8	9	10+
6. Comparing and Contrasting			
Given an appropriate selection, the student will be able to identify likenesses and differences in characters, times and places that are:			
a. explicitly stated.	2	3-6	7+
b. implied.	5	6-10	11+
7. Imagery			
a. The student will be able to recognize that words represent experiences and feelings as well as ideas.	3	4-7	8+
b. Given an appropriate word(s), sentence(s), or paragraph (s), the student will be able to form a mental picture through sensory stimulation.	2	3-6	7+

	I	R	M
8. Recognizing Author's Purpose			
Given an appropriate paragraph, or larger selection, the student will be able to recognize the author's general purpose:	5	6-8	9+
a. to inform.			
b. to entertain.			
c. to persuade.			
d. to explain.			
e. to share experience.			
f. to moralize.			
9. Predicting			
a. Given an unfinished story, the student will be able to:			
1) state an ending.	K	1-2	3+
2) write an ending.	2	3	4+
b. Given a set of circumstances as facts, the student will be able to anticipate the outcome.	3	4-6	7+
10. Fact and Opinion			
a. Given an appropriate statement, the student will be able to identify it as fact or opinion.	5	6-8	9+
b. Given a statement of fact, the student will be able to examine the evidence to determine whether it is true or false.	6	7-8	9+
c. Given true statement(s) of fact, the student will be able to use the fact(s) in making judgments.	7	8	9+
d. Given a statement of opinion, the student will be able to identify the basis for the opinion.	8	9-11	12+
11. Recognizing Propaganda Techniques			
Given appropriate selections, the student will be able to identify propaganda techniques.	6	7-8	9+

		I	R	M
12.	Drawing Conclusions Given an appropriate selection, the student will be able to draw a conclusion(s) and support it with factual information stated in the material.	4	5-8	9+
13.	Inferences Given a paragraph or illustration, the student will be able to make valid inferences from clues suggested by the author or illustrator.	3	4-8	9+
14.	Summarizing Given an appropriate selection, the student will be able to consolidate explicit ideas or information using direct or paraphrased statements.	4	5-7	8+
15.	Synthesizing Using more than one source, the student will be able to consolidate explicit ideas or information.	5	6-8	9+
C.	Evaluative Reading			
1.	Given a selection, the student will be able to offer personal judgment on: a. quality. b. value. c. authenticity of what is said. d. expertise and qualification of author. e. supportive evidence.	8	9-11	12+
2.	Given a selection, the student will be able to project his thinking beyond the selection, suggesting a solution to a problem, adding constructive ideas, thinking of possible application, etc.	4	5-11	12+

	I	R	M
VI. Reading: Rate			
A. Speed			
When given a selection, the student will be able to:			
1. Choose a reading rate that suits his/her purpose.	3	4-7	8+
2. Adjust reading rate according to the nature materials he/she encounters.	4	5-7	8+
B. Scanning			
When given a list or selection, the student will be able to scan for a specific name. fact, idea, date or detail.	3	4-7	8+
C. Skimming			
When given a selection, the student will be able to skim for a main idea or general impression of the content.	4	5-7	8+

VII. Reading: Content Areas

Each field of content (literature, science, social studies and mathematics, etc.) has its unique system of notation, expression and instrumentation which has been developed to efficiently convey its core of knowledge.

Teachers in specialized areas need not be experts in the field of reading in order to give students training in reading and understanding of subject content. However, all teachers must have a dual commitment:

1. to the content of the specialized field.
2. to the use of methods that will make the content more easily understood, recognizable and meaningful.

There should be planned and systematic instruction in reading skills in each of the content areas.

The following are some general objectives for the content areas of literature, mathematics, science, and social studies. They must be refined according to subject matter, the goals established by the teacher of that subject and according to the material being used.

The student will be able to:

1. Use specialized or technical vocabulary appropriate to subject areas.

2. Use symbols and specialized devices appropriate to subject areas; e.g., math: decimals, percents; social studies: maps, charts, etc.

3. Use the organization of the material, utilizing topographical aids in textbooks and topographical outlines for lectures.

4. Adjust the reading rate to nature of material and purpose for reading it.

5. Distinguish among the variety of styles and distinctive patterns of writing - fact vs. opinion, relevant vs. irrelevant, comparison/contrast, cause and effect, sequence, inductive vs. deductive.

6. Use appropriate study techniques: e.g., listening and notetaking.

7. Use library and resource centers to locate information appropriate to the subject areas.

VIII. Spelling

Spelling encompasses the understanding of linguistic patterns and their exceptions as well as implementation of this understanding in writing.

The most commonly accepted objective for the teaching of spelling is to enable children to spell the words they need now and in the future in written communication.

The Committee suggests that the spelling skills taught in a school be coordinated with the word analysis skills and dictionary skills taught in the reading program. Among those skills included in other sections of this Language Arts Guide and considered most important in developing and expanding spelling skills are:

1. Vocabulary Development

    a. homonyms
    b. homographs
    c. synonyms
    d. antonyms
    e. compounds
    f. roots

2. Phonetic Analysis

3. Structual Analysis

    a. endings
    b. possessives
    c. prefixes
    d. suffixes
    e. contractions
    f. syllabication

4. Dictionary (See section on "Study Skills.")

    a. alphabetizing
    b. alternate spellings

5. Proofreading (See section on "Composition.")

    a. identification of misspelled words and error correction
    b. capitalization
    c. punctuation

Practical application of these skills can best be developed through the areas of creative writing and composition.

(See Appendix: Suggested Procedure for Learning to Spell a Word.)

IX. Handwriting	I	R	M
The objective for teaching handwriting is to enable the student to express and communicate meaning legibly with both speed and accuracy.			
A. Gross and Fine Motor Control and Coordination			
The student will be able to:			
1. Trace numbers, shapes and letters with fingers on textured surfaces.	K	K	K
2. Correctly demonstrate gross motor development in using a paint brush, crayon, pencil, puzzles and clay.	K	K	K
3. Hold a writing implement correctly:	K	K	K
a. using chalk, crayon and pencil on lined surfaces.			
b. using chalk, crayon and pencil on unlined surfaces.			
4. Print letters and numerals correctly.	K	K	1
5. Print own name.	K	K	1
B. Correct Manuscript Letter Formation through the Development of Visual, Motor or Perceptual Skills			
The student will be able to:			
1. Use correct writing position on:	K	1	1
a. body.			
b. hands.			
c. paper.			
d. pencil.			
2. Demonstrate correct use of laterality: i.e., back-front, left-right, top-bottom.	K	1	2
3. Form upper and lower case letters correctly within a defined space.	1	1	1

		I	R	M
4.	Form numerals correctly within a defined space.	1	1	1
5.	Print words that are spaced correctly.	1	1	1
6.	Demonstrate use of proper printing in compositions and creative writing.	2	2	2

C. Transitional Writing - Manuscript to Cursive

The student will be able to:

1.	Copy analagous strokes in cursive writing.	3	3	3
2.	Write complete words in varied cursive strokes.	3	3	3+
3.	Write words cursively which are properly stroked, spaced and sized.	3	3	3+
4.	Demonstrate neat cursive writing consistently in all work.	3	3	3+
5.	Use correct writing position.	3	3	3+
6.	Demonstrate the use of correct page layouts in all written work: i.e., margins, spacing, indentation, etc.	3	4-5	6+

X. Composition	I	R	M
The student will be able to:			
1. Write a simple declarative sentence.	1	2-3	4
2. Write a simple interrogative sentence.	2	3	4
3. Write a simple imperative sentence.	3	4-5	6
4. Write a simple exclamatory sentence.	3	4-5	6
5. Write a compound sentence.	6	7	8
6. Write a complex sentence.	8	9	10
7. Write a compound-complex sentence.	8	9	10
8. Express one thought in a variety of sentence patterns.	5	6-10	11
9. a. Write a paragraph composed of a group of sentences dealing with one idea.	3	4	5
b. Develop a unified paragraph composed of a topic sentence and specific supporting statements, maintaining one verb tense throughout.	6	7-8	9+
10. Use transitional devices in writing paragraphs and expository essays: e.g., however, for example, moreover, in conclusion, in addition.	8	9-11	12
11. Write an expository essay, three to five paragraphs in length, having an introduction, body, and conclusion.			
12. Write a narrative account of a series of events.	1	2-5	6+
13. Write a detailed physical description of a person, place or object.	1	2-5	6+
14. Use the main tools of description: strong verbs, adjectives, metaphors, similes.	7	8-10	11+
15. Write a persuasive essay or speech.	9	10-11	12
16. Write a description of the traits of a fictional character.	3	4-7	8+

The student will be able to:	I	R	M
17. Write a character analysis of a fictional character.	8	9-10	11
18. Write a summary of a literary work: e.g., novel, play, short story, newspaper, magazine article, information found in reference books, chapters of a textbook.	3	4-8	9+
19. Write a critical analysis of a given literary work.	10	11	12
20. Prepare an outline of a composition to be written.	7	8	9
21. Write an outline of a paragraph, a chapter in a book, a section of an encyclopedia or similar reference source, or a newspaper article.	3	4-8	9
22. Write a bibliographical entry for a book, magazine article, section of an encyclopedia, or collection of works (author, title, publisher, date of publication, page numbers).	7	8-9	10
23. Write a short library paper based on research in more than one source, including quotations and footnotes.	9	10-11	12
24. Use the dictionary to identify meanings, pronunciations, uses of words and to verify spelling.	2	3-6	7
25. Proofread own work, correcting for spelling, capitalization and punctuation.	2	3-8	9+
26. Write a concise autobiography.	2	3-11	12+
27. Write a resume for college application or job application.	11	12	12+

XI. Grammar	I	R	M
It is recommended that the student be familiar with the grammatical terms used below.			
The student will be able to:			
1. Name and recognize the eight parts of speech:			
a. noun	2	3-6	7+
b. verb	2	3-6	7+
c. adjective	2	3-6	7+
d. adverb	3	4-6	7+
e. pronoun	4	5-6	7+
f. preposition	6	7	8+
g. conjunction	6	7	8+
h. interjection.	6	7	8+
2. Identify simple subject and simple predicate of a sentence.	3	4-7	8+
3. Identify nouns used as:			
a. subjects.	4	5-7	8+
b. direct objects.	6	7	8+
c. object of prepositions.	6	7	8+
d. subject complements/predicate nouns.	6	7	8+
e. adjectives.	6	7	8+
f. indirect objects.	7	8	9+
g. appositives.	7	8-9	10+
4. Inflect nouns by number and possessive case (form plurals and possessives).	2	3-7	8+
5. Identify verbs as:			
a. action or linking (state of being).	5	6-7	8+
b. main or auxiliary.	5	6-7	8+
c. transitive or intransitive.	7	8	9+
6. Change form of verbs according to:			
a. number.	3	4-6	7+
b. simple tenses.	3	4-7	8+
c. perfect tenses.	7	8-9	10+

The student will be able to:	I	R	M
7. Identify adjectives as:			
a. modifiers or nouns.	2	3-6	7+
b. articles.	4	5-6	7+
c. subject complements/predicate adjectives.	6	7	8+
8. Change form of adjectives from positive to comparative to superlative.	3	4-7	8+
9. Identify adverbs used as:			
a. modifiers of verbs.	3	4-7	8+
b. modifiers of adverbs and adjectives.	6	7	8+
10. Change form of adverbs from positive to comparative to superlative.	6	7	8+
11. Identify pronouns used as:			
a. subjects.	4	5-6	7+
b. direct objects.	6	7	8+
c. objects of prepositions.	6	7	8+
d. subject complements.	6	7	8+
e. indirect objects.	7	8	9+
12. Inflect pronouns by:			
a. case, gender.	6	7	8+
b. number,person.	6	7	8+
13. Identify prepositional phrases as adjectives and adverbs.	6	7	8+
14. Identify coordinating conjunctions, used as connectors of words, phrases and independent clauses.	6	7	8+
15. Identify and punctuate interjections.	6	7	8+
16. Use the period after abbreviations.	2	3-5	6+
17. Use end punctuation marks.	1	2-4	5+
18. Use the apostrophe in possessive nouns and contractions.	2	3-7	8+
19. Use the colon after a greeting in a business letter, and to introduce a list or series.	4	5-6	7+

The student will be able to:	I	R	M
20. Use the hyphen correctly in a word broken between syllables at the end of a line.	3	4-6	7+
21. Use quotation marks in direct quotations and around titles of poems, articles, short stories, and songs.	4	5-9	10+
22. Punctuate quotations within quotations.	7	8-9	10+
23. Underline titles such as: books, magazines, newspapers, movies, radio and television programs, record albums, ships, trains, planes, works of art, plays.	3	4-7	8+
24. Use the comma:			
a. after a greeting in a friendly letter, closing of any letter, between day and year of date, between city and state.	2	3-8	9+
b. to set off words, phrases, after yes or no, between last and first names, with nominative of address.	3	4-8	9+
c. in compound sentences, to set off words in apposition, between page numbers in indexes, with parenthetical expressions and in compound sentences.	6	7-8	9+
25. Capitalize properly.	1	2-6	7+
26. Use the semi-colon in a compound sentence without coordinating conjunction and in listing where a comma has also been used.	6	7-8	9+
27. Identify and use subordinate conjunctions, and relative pronouns.	8	9	10+
28. Identify and use participles, gerunds, and infinitives.	8	9	10+
29. Identify and use adjective and adverb clauses.	8	9	9+

The student will be able to:	I	R	M
30. Identify:			
a. independent clauses.	8	9	9+
b. dependent clauses.	8	9	9+
31. Recognize and correct:			
a. sentence fragments.	3	4-11	12+
b. run-on sentences.	3	4-11	12+
32. Correctly punctuate documentation; i.e., bibliography and footnotes.	9	10	10+
33. Identify and use noun clauses.	9	10	10+
34. Differentiate between restrictive and non-restrictive clauses, and use and punctuate them properly.	9	10	10+
35. Identify and use the indicative, imperative and subjunctive moods.	9	9	10+
36. Show agreement between compound subjects and verbs.	7	8	8+
37. Show agreement between pronoun and antecedent.	7	8	8+

XII. Study/Library Skills

	I	R	M
A. Orientation to Media Center			
1. Library Citizenship			
The student will be able to:			
a. Conduct himself/herself according to established norms of behavior.	K	K	K+
b. Take proper care of library materials.	K	K	K+
c. Observe library rules for borrowing materials.	K	K	K+
2. Physical Arrangement of Media Center			
The student will be able to locate:			
a. circulation desk.	K	K	K+
b. card catalog.	1	1	1+
c. fiction section:			
1) easy books.	K	1-2	3
2) fiction.	2	3	4+
3) story collection.	3	4-5	6+
d. non-fiction section:			
1) classified.	1	2-5	6+
2) biography.	2	3-5	6+
3) reference.	3	4-6	7+
e. paperbacks.	3	4-5	6+
f. audio visual section:	K	1-3	4+
1) equipment.	K	1-3	4+
2) materials.	K	1-3	4+
B. Appreciation of Print and Non-print Materials			
The student will be able to:			
1. Experience the enjoyment of listening.	K	K	K+
2. Experience the enjoyment of reading.	1	2-5	6+
3. Share reading experiences.	1	2-6	7+

		I	R	M
The student will be able to:				
4.	Recognize award winning books and non-book materials, such as:			
	a. Caldecott.	1	2	3
	b. Newbery.	4	5-7	8
5.	Evaluate materials in terms of satisfying needs and/or abilities.	2	3-8	9+
6.	Describe reviewing tools, such as Book Review Digest, Masterpieces of Word Literature in Digest Form (Masterplots).	9	10-11	12+
C.	Parts of Books			
	The student will be able to identify:			
1.	spine with call number label.	1	2-6	7
2.	title page:	3	4-6	7
	a. author. b. title. c. illustrator. d. publisher. e. place of publication. f. copyright date on versa of title page.			
3.	table of contents.	3	4-6	7
4.	index, including cross reference.	3	4-6	7
5.	dedication page.	3	4-6	7
6.	glossary.	5	6-7	8
7.	preface, forward, introduction.	5	6-7	8
8.	appendix.	5	6-7	8
9.	bibliographies.	5	6-7	8
10.	study aids in textbooks.	5	6-11	12
11.	footnotes.	10	11	12

D. Arrangement of materials	I	R	M
1. Fiction			
The student will be able to:			
a. Differentiate between fiction and non-fiction.	2	3-6	7
b. Recognize the alphabetical arrangement by author's last name in:			
1) easy.	2	3	3
2) fiction.	3	4-6	7
3) story collection.	3	4-6	7
c. Locate:			
1) easy.	2	3	3
2) fiction.	3	4-6	7
3) story collection.	3	4-6	7
2. Non-fiction			
The student will be able to:			
a. Recognize that non-fiction is arranged by subject.	4	5-6	7+
b. Recognize that the subject arrangement is based on the Dewey Decimal System of classification.	5	6	7+
c. Identify the 10 basic classes in the Dewey Decimal System.	4	5-6	7+
d. Recognize the existence of other classification systems, such as Library of Congress.	8	9-11	12
3. Biography			
The student will be able to:			
a. Identify a biography.	3	4-6	7
b. Locate biographies, understanding that biographies are arranged alphabetically by the last name of the biography.	3	4-6	7
c. Differentiate between biography and auto-biography.	4	5-6	7
d. Identify collective biographies understanding that these are arranged in the 920 classification.	6	7-8	9

	I	R	M
4. Non-print materials			
The student will be able to locate non-print materials organized and arranged according to the physical facility of the particular school:	2	3-8	9
a. separate collection.			
b. integrated with book collection.			
E. Card Catalog			
1. Definition and purpose			
The student will be able to use the card catalog as an index to the collection and location of all materials in the media center.	2	3-5	6+
2. Arrangement of catalog cards			
a. The student will be able to recognize that outside letters direct him/her to the cards contained in the drawer.	3	4-5	6+
b. The student will be able to recognize that inside guide cards facilitate the location of specific cards.	3	4-5	6+
c. The student will be able to use the alphabetical word by word arrangement of catalog cards, recognizing the following exceptions:	5	6-7	8+
1) Titles beginning with "a", "an", or "the" are filed according to the second word of the title.			
2) Abbreviations are filed as though they are spelled out in full.			
3) Names of authors on books beginning with "Me" and "Mac" are filed as if they are spelled "Mac."			
4) Book titles beginning with numbers are spelled out.			

		I	R	M
3.	Kinds of catalog cards			
	a. The student will be able to differentiate among:			
	1) author card.	4	5	6+
	2) title card.	4	5	6+
	3) subject card.	4	5	6+
	4) others, i.e.: illustrator, co-author, series, analytics.	8	9-10	11+
	b. Given an author, a title, or a subject, the student will be able to demonstrate the ability to locate the necessary materials.	4	5	6+
	c. The student will be able to demonstrate the ability to use cross-reference cards, differentiating between "see" and "see also."	5	6-8	9+
4.	Parts of catalog card			
	The student will be able to identify the following parts of a catalog card:	4	5-6	7+

a. call number.
b. author.
c. title.
d. illustrator.
e. publisher and date of publication.
f. number of pages.
g. illustrations.
h. synopsis.

	I	R	M
F. Dictionary			
1. Locating words			
The student will be able to locate words by:			
a. Finding appropriate section (beginning-middle-ending).	2	3-4	5
b. Using guide words.	4	5	6
c. Alphabetizing by first letter.	3	4	5
d. Alphabetizing by 2nd, 3rd, 4th, etc.	4	5	5
e. Using root words.	4	5	6
f. Using pronunciation key for words when spelling is unknown.	4	5-7	8
g. Using alternate spellings (gray-grey).	4	5-7	8
h. Using multiple listing of entry words (cricket-cricket).	4	5-7	8
2. Word Meanings			
The student will be able to use the following clues to find correct meanings:			
a. pictures, charts, and diagrams.	4	5	5
b. sentences and phrases.	4	5	6
c. synonyms and antonyms.	4	5	6
d. parts of speech.	5	6-7	8
3. Application of word meanings			
The student will be able to apply meaning so that the sentence is structually correct.	4	5	6

Example - It is a <u>marine</u> animal.
It is an animal <u>of the sea.</u>

	I	R	M
4. Pronunciation			
a. The student will be able to pronounce words by using:			
1) respelling.	4	5	6
2) pronunciation key.	4	5-7	8
3) accent marks.	4	5	6
4. alternate pronunciation.	5	6	7
b. The student will recognize that pronunciation syllables are not always the same as syllables of main entry (guard-i-an, gar-de-an; prac-ti-cal-ly, prak-tik-le).	6	7	8
5. Etymology			
The student will be able to read and interpret those symbols and abbreviations which give the word derivation.	6	7	8
6. Kinds of Dictionaries			
The student will be able to identify several different types of dictionaries and their special uses:			
a. word - picture.	K	1	2
b. abridged.	2	3-4	5
c. unabridged.	6	7-10	11+
d. specialized, i.e.: biographical, historical, etymological, geographical.	6	7-10	11+
G. Encyclopedias			
1. Definition			
The student will be able to define an encyclopedia as a reference book containing information on many subjects.	3	4	5
2. Authority			
The student will be able to determine the accuracy of the encyclopedia by identifying the editors, and in some cases the authors of the individual articles, and copyright date.	7	8-9	10+

	I	R	M
3. Types			
The student will be able to identify several different types of encyclopedias and their special uses:			
a. general encyclopedias:			
1) multi-volume, i.e.: World Book, Compton, New Book of Knowledge.	4	5	6
2) one volume, i.e.: Columbia Encyclopedia.			
b. subject encyclopedias, i.e.: science, art, music.	6	7-8	9+
4. Use			
Given a set of encyclopedias, the student will be able to:			
a. Locate information:	4	5-7	8+
1) by using guide words.			
2) by use of sub-headings within an article.			
3) by finding auxiliary information within the article, i.e.: charts, maps, chronology.			
b. Locate required information through the use of index and cross reference.	5	6-7	8+
c. Use key words to locate information on a given topic.	5	6-8	9+
d. Differentiate between alphabetical and subject arrangement of volumes.	5	6-8	9+
e. Differentiate between word by word and letter by letter alphabetical arrangement within each volume.	7	8-9	10+
f. Identify additional material on the topic in the form of a bibliography at the end of some articles.	8	9-11	12+
g. Record information in own words.	4	5-7	8+

	I	R	M
H. Interpreting Charts, Maps, Globes, Tables and Other Data			
1. Maps and Globes			
The student will be able to:			
a. Arrange objects as a representation of his/her environment.	K	1-2	3
b. Describe relative position and size of objects.	K	1-2	3
c. Use picture symbols to:			
1) interpret maps.	2	3-4	5
2) derive information.	2	3-4	5
3) determine relative distance and size.	2	3	4
4) locate points.	3	4	5
d. Use non-pictorial symbols and color keys to:			
1) derive information from maps.	4	5	6
2) determine relative direction.			
e. Use points and scale of miles to determine distance between points.	4	5-7	8
f. Use keys and legends to garner information.	2	3-5	6
g. Make comparisons of geographic areas in terms of topographic, climatic, political and demographic information provided on maps.	6	7	8+
h. Use lines of longitude and latitude to locate places on maps.	6	7	8
i. Use latitude of a region or a country and its location in relation to land and water bodies to make inferences concerning its climatic and its occupational probabilities.	6	7	8+
j. Recognize weather maps and their value to the individual and to industry.	7	8	8+
k. Recognize that on some maps parallels and meridians may be curved lines.	6	7	8
l. Recognize that the choice of scale for a map depends upon what one wants to show on a map.	3	4-7	8+

	I	R	M
The student will be able to:			
m. Define and apply map terminology.	3	4-6	7
n. Read descriptive facts from historical regional, product, and world-distribution maps.	7	8-9	10
o. Draw inferences or raise questions from a comparison of two or more maps - or from two or more descriptive facts on a map.	7	8-10	11
p. Read large scale sectional maps of cities, harbors, and special areas and locate such a large scale map on a small scale map of a country or a continent.	4	5	6
q. Recognize that maps may be distorted deliberately and used for propaganda purposes.	8	9-10	11
r. Make assessments of current events and situations after locating area on map and studying its relationship to other parts of the world.	5	6-8	9+
s. Identify and use a polar map.	6	7	8+
t. Identify and use an atlas.	5	6-7	8
u. Identify and use a gazeteer.	8	9	10
2. Tables, Graphs, and Charts			
The student will be able to:			
a. Read tables and graphs on three levels:			
1) literal.	4	5	6
2) interpretive.	5	6	7
3) evaluative.	6	7-8	9+
b. Use tables, graphs, and charts as a systematic arrangement of data.	6	7-8	9+
c. Read and identify types of graphs:			
1) picture graphs.	4	5	6
2) bar graphs:			
a. single bar.			
b. multi-bar.			
3) line graphs.			
4) area graphs.			

		I	R	M
I.	Additional Reference Tools			
1.	Readers' Guide to Periodical Literature	6	7-8	9+
	The student will be able to use the Readers' Guide to Periodical Literature and Abridged Readers' Guide to Periodical Literature as indexes to magazine articles on various subjects.			
2.	Other Indexes			
	The student will be able to recognize that there are other indexes in the library such as:			
	a. Index to Young Readers' Collective Biography.	5	6-7	8
	b. Education Index.	9	10	11
	c. Essay and General Literature Index.	9	10	11
	d. Short Story Index.	9	10	11
	e. Index to Plays.	9	10	11
	f. various poetry indexes.	9	10	11
	g. Biography Index.	9	10	11
	h. New York Times Index.	10	11	12+
3.	Biographical References			
	The student will be able to demonstrate his/her ability to identify and use biographical references taking into consideration the type of information that each contains:			
	a. Current Biography.	6	7-8	9+
	b. Dictionary of American Biography.	6	7-8	9+
	c. Twentieth Century Authors.	6	7-8	9+
	d. Webster's Biographical Dictionary.	6	7-8	9+
	e. various "Who's Who".	6	7-8	9+
4.	Additional Reference Books			
	The student will be able to demonstrate his/her ability to identify and use other reference sources:			
	a. books of quotations.	8	9-10	11
	b. Reader's Encyclopedia.	8	9-10	11

		I	R	M
J.	Sources of Current Information			
	The student will be able to utilize the following tools as sources for current information:			
	1. radio and television.	3	4-5	6+
	2. newspapers.	4	4-6	7+
	3. magazines.	5	6	7+
	4. yearbooks:			
	a. supplements to encyclopedias.	6	7-8	9+
	b. almanacs.	6	7-8	9+
	c. Facts on File.	6	7-8	9+
	d. Government Organization Manuals.	6	7-8	9+
	e. statistical abstracts.	8	9	10+
	f. Statemen's Yearbook.	8	9	10+
K.	Use of audio-visual equipment and materials:			
	The student will be able to describe the possible uses of audio-visual equipment found in most schools:			
	1. Audio	1	2-4	5+
	a. tape players and player/recorders:			
	1) reel to reel.			
	2) cassette.			
	b. record players.			
	c. radio.			
	2. Visual			
	a. film strip previewers.	1	2-3	4
	b. overhead projectors.	2	3-4	5
	c. opaque projectors.	2	3-4	5
	d. film strip projectors.	3	4-5	6
	e. slide projectors.	7	8	9
	f. microfilm readers.	7	8	9
	g. film loop projectors.	7	8	9

		I	R	M
3.	Audio-Visual			
a.	television.	K	K	K+
b.	film strip previewer.	3	4-5	6+
c.	film strip projectors.	5	6-7	8+
d.	movie projectors.	5	6-7	8+
e.	slide projectors.	7	8	9+
f.	video tape recorders.	7	8-9	10+
L.	Study Techniques			
	The student will be able to demonstrate that he/she can study alone, or with another student, using various study techniques. (See Appendix, SQ3R Method as one approach.)	1	2-11	12+
M.	Notetaking and Outlining			
1.	Notetaking			
a.	The student will be able to take notes from:			
1)	printed material.	4	5-8	9+
2)	film viewing.	6	7-10	11+
3)	lectures.	8	9-11	12+
b.	The student will be able to:			
1)	Write down main ideas, points and examples.	4	5-8	9+
2)	Use key words and phrases rather than sentences.	4	5-8	9+
3)	Emphasize main points by underlying or listing it in margin to facilitate studying.	9	10-11	12+

	I	R	M
2. Outlining			
The student will be able to:			
a. Select an appropriate title	4	5	6
b. Write an outline using the following rules			
1) Write the main words of title with capital letters and underline title.	4	5-7	8+
2) Write the outline in phrase or sentence form - but not both.	4	5-7	8+
3) List main topics by Roman numerals followed by a period. (Main topics begin with a capital letter.)	4	5-7	8+
4) List sub-topics by capital letters followed by a period. (Capital letters should be indented directly under the first letter of the topic)	5	6-7	8+
5) Select sub-topics as part of, and smaller than the topic.	5	6-7	8+
6) Recognize that there must be at least two sub-topics for a topic to be divided.	5	6-7	8+
7) List details by Arabic numerals followed by a period. (Numerals should be indented directly under the first letter of the sub-topic.)	6	7	8+
8) Select details as part of, and smaller than the sub-topic.	6	7	8+
9) Use a dash after the related heading if there is only one supporting detail, capitalizing the first letter after the dash.	6	7	8+
10) List sub-details by lower case letters, followed by a period. (Lower case letters should be indented directly under the first letter of the detail.)	9	10-11	12+
11) Select sub-details as part of and smaller than the detail.	9	10-11	12+

(See Appendix for outline form.)

N. Report and Research Techniques	I	R	M
1. Choosing a subject			
The student will be able to demonstrate the ability to:			
a. Choose a subject treated in available sources and appropriate to his/her ability.	6	7-8	9+
b. Limit the subject to a specific topic.	6	7-11	12+
c. Define his/her purpose.	8	9-11	12+
2. Preliminary Research Steps			
The student will be able to demonstrate his/her ability to:			
a. Scan read for background information.	6	7	8+
b. Develop a clear and logical preliminary outline.	7	8-11	12+
c. Keep a list of sources on file cards as a working bibliography.	8	9-11	12+
3. Finding the information			
The student will demonstrate his/her ability to locate information being aware of the following sources:	6	7-11	12+
a. card catalog.			
b. reference material.			
c. current materials.			
d. vertical file.			
e. audio visual material.			
4. Notetaking (Also see Section M.1.)			
In preparation for writing a research paper, the student will write note cards for each specific topic or idea. Note cards should contain the following:	8	9	9+
a. a topic heading.			
b. notes from the references used.			
c. page number of the source from which the notes have been taken (at the bottom of the card).			

	I	R	M
5. Organization and Final Outline			
a. The student will be able to revise his/her preliminary outline and logically arrange the results of this research in sentence or topic outline form.	8	9-11	12+
b. The student will be able to sort the note cards by topic headings following the subject pattern of the outline before proceeding with the actual writing. See Section M 2.	8	9-11	12+
6. Writing and revising			
The student will be able to write the research paper in preparation for presentation based on the established form as indicated in other parts of this guide.	8	9-11	12+
7. Documentation			
The student will be able to use correct bibliographic and footnote forms in the documentation of research papers.			
a. The student will be able to prepare a bibliography written in accordance with Modern Language Association form.	8	9-11	12+
b. The student will be able to footnote sources of information (words, ideas, facts, or statistics) at the bottom of the page in correct Modern Language Association form.	9	10-11	12+

XIII. Literature: Primary/Intermediate Level

	I	R	M
A. Stories			
Given a story, the student will be able to:			
1. Identify correctly:			
a. character or characters.	K	1-4	5+
b. setting (time and place).	K	1-4	5+
c. main idea.	1	2-4	5+
2. Tell how the title is related to the story.	1	2	3+
3. Recall specific details.	1	2-3	4+
4. Draw inferences, predict outcomes, recognize cause and effect.	1	2-3	5+
5. Draw conclusions from information given in the story.	1	2-3	5+
6. Order incidents from the story in proper sequence, given a scrambled list.	1	2-3	4+
7. Write a short summary.	3	4-5	6+
B. Plays and Creative Dramatics			
Given a play, the student will be able to:			
1. Identify setting of a play.	K	1-4	5+
2. Describe the characters, indicating differences and likenesses.	K	1-4	5+
3. Give the main idea of the play.	1	2-4	5+
4. Tell how the title is related to the play.	1	2	3+
5. Participate in role playing.	K	K	K+
6. Make up a short, original skit or play.	1	2-5	6+

		I	R	M
C.	Poetry			
	Given a poem, the student will be able to:			
	1. Explain the poem on its literal level.	3	4	5+
	2. Summarize the poem verbally.	3	4-5	6+
	3. Relate the significance of the title to the poem.	3	4-5	6+
	The student will be able to:			
	4. Copy poems.	2	3-4	5+
	5. Write simple poems or verses.	3	4-5	6+
	6. Memorize a short poem.	K	1-3	4+
	7. Identify the end rhyme patterns.	3	4	5+
	8. Identify a limerick.	3	4	4
	9. Write a limerick.	4	5	6+
	10. Distinguish between free verse and more conventional forms.	5	6	6+
D.	Fables, Folk Tales			
	1. Identify fables and folk tales.	3	4	5
	2. Write simple fables and folk tales.	4	5	6+
E.	Fanciful Tales			
	Having read a story, a child will be able to:			
	1. Separate the real from the fanciful.	1	2-3	4
	2. Distinguish between realistic characterization of animals and imaginative treatment.	2	3	4
	3. Recognize a science fiction story as a fanciful tale.	2	3	4

		I	R	M
F.	Newspaper			
	Having read a news article (Weekly Reader, News Explorer, etc.) the student will be able to:			
	1. Summarize individual articles.	3	4	4
	2. Recognize that the article relate to events currently happening in the world around them.	3	4	4
G.	Biography			
	Having read a biography, the student will be able to:			
	1. Recognize that biography is the story of a person's life.	3	4	4
	2. Recognize the significance of a person's life as related to the society in which he/she lived.	3	4-5	6+
	3. Identify the difference between a biography and autobiography.	3	4	5

XIV. Literature: Upper Elementary and Secondary Level	I	R	M
A. Short Story and Novel			
Given a short story or novel, the student will be able to:			
1. Recognize the short story as a more concise, less complex form of literature than the novel.	6	7	8
2. Write a summary of the short story and novel.	6	7	8
3. Recognize and identify the following terms:			
a. climax.	6	7-8	9
b. Initial incident, rising action, falling action and resolution.	7	8	9
4. Identify correctly all of the following aspects of the short story and novel:			
a. characters.	6	6	7
b. setting.	6	6	7
c. conflict.	6	7	8
d. plot.	6	6	7
5. Identify:			
a. change in setting.	7	8-9	10
b. purpose of these changes.	9	10-11	12

	I	R	M
Given a short story or novel, the student will be able to:			
6. Relate the setting to the theme of the given work.	9	10-11	12
7. Relate the significance of the title to the story.	6	7-8	9+
8. Distinguish between a subject and a theme.	8	9-11	12
9. Identify its major themes.	8	9-11	12
10. Identify incidents and details that illustrate a theme.	8	9-11	12
11. Identify:			
a. the point of view from which the short story is told.	6	7-9	10
12. b. the effects the author achieves by using this point of view.	7	8-9	10
Identify:			
a. mood.	6	7-9	10
b. details which establish the mood.	6	7-9	10
13. Recognize and interpret symbols.	7	8-9	10
14. Recognize flashbacks.	6	7-8	9
15. Identify the significance of flashbacks.	7	8-11	12
16. Identify incidents and details that illustrate foreshadowing.	8	9-11	12

Given a short story or novel, the student will be able to:	I	R	M
17. Define the terms irony and satire.	7	8	9
18. Select incidents and details which illustrate the terms irony and satire.	8	9-11	12
19. Identify and differentiate between internal/external conflict and obvious/implied conflict.	7	8-11	12
20. Distinguish between the various kinds of conflicts:	7	8-11	12
a. man vs. man.			
b. man vs. nature.			
c. man vs. himself.			
d. man vs. God.			
21. Define the terms antagonist and protagonist.	7	8	9
22. Identify the antagonist and protagonist.	7	8	9
23. Differentiate between connotative and denotative meaning.	9	10	11
24. Select details which illustrate local color.	6	7-9	10
25. Define and identify allegory.	9	10-11	12
26. Recognize realism, naturalism, and romanticism and select identifying characteristics of these literary movements.	10	11	12
27. Identify the didactic elements.	10	11	12
28. Define the term pathos and select incidents and details which illustrate the term.	10	11	12
29. Define the term paradox and select incidents and details which illustrate the term.	10	11	12
30. Explain the historical development of the short story as a literary form.	9	10	10

B. Drama	I	R	M
Many of the performance expectations listed under the short story and novel section are applicable to the drama section.			
Given a play of one or more acts, the student will be able to:			
1. Identify the basic elements of the plot, namely initial incident, rising action, climax, falling action, resolution.	7	8	9
2. Describe the qualities or traits of the characters.	6	7-8	9
3. Distinguish between the protagonist and antagonist.	7	8	9
4. Describe the relationships that exist among the characters.	7	8-10	11
5. Identify the setting (time, place).	6	7	7
6. Identify the conflict(s).	6	7	8
7. Identify and explain the development of major theme(s).	8	9-11	12
8. Identify and explain the meaning of symbols employed.	7	8-10	11
9. Discriminate between acts and scenes.	6	7	7
10. Identify the use of dramatic irony.	9	10-11	12
11. Identify elements of the play designed to foreshadow subsequent events.	8	9	10
12. Identify flashbacks.	6	7-9	10
13. Identify and explain ironic events or statements.	8	9-10	11
14. Identify dialogue.	6	7	7
15. Distinguish among monologues, asides and soliloquys.	9	10	11
16. Explain the significance of the title.	6	7-9	10

C. Poetry	I	R	M
Given a poem, the student will be able to:			
1. Explain the poem on:			
a. its literal level.	6	7-9	10
b. its figurative level.	6	7-11	12
c. the personal level, relating a question suggested by the poem to the individual's own experience or observation.	6	7-11	12
2. Summarize the meaning of a poem verbally and in a written form.	6	7-10	11
3. Relate the significance of the title to the poem itself.	6	7-10	11
4. Distinguish between denotative and connotive meaning.	7	8-9	10
5. Distinguish between free verse and more conventional forms.	6	7-11	12
6. Identify the characteristics of the sonnet.	6	7-11	12
7. Identify the characteristics of haiku and write haiku.	6	7-10	11
8. Identify characteristics of the limerick and write limerick according to the rhyme scheme and meter of that form.	6	7-8	9
9. Identify the characteristics of a narrative poem.	8	9-10	11
10. Identify the characteristics of a ballad and write a ballad.	8	9-10	11
11. Define irony and choose specific aspects of irony in the poem.	8	9	10
12. Identify its tone and mood and how tone is related to the general meaning of the work.	8	9	10

Given a poem, the student will be able to:	I	R	M
13. Recognize the following figures of speech:			
a. hyperbole.	6	7-8	9
b. simile.	6	7-8	9
c. personification.	6	7-8	9
d. metaphor.	6	7-9	10
e. synecdoche.	11	12	12
f. metonymy.	11	12	12
14. Recognize the rhythmic pattern of the poem.	6	7-10	11
15. Identify the following rhyme patterns and repetitive sounds:			
a. end rhyme.	6	6	6+
b. alliteration.	6	7-8	9
c. internal rhyme.	7	8-9	10
d. assonance.	9	10	11
16. Define and identify example of onomatopoeia.	6	7-8	9
17. Explain the significance of the symbols used and how these symbols are related to the theme(s) of the poem.	8	9-11	12
18. Identify and discuss the meaning of imagery in poems.	8	9-11	12
19. Define diction and select those words which connote multiple meanings.	9	10-11	12
20. Define scansion and scan some forms to include the following types of poetic feet:	9	10-11	12
a. trochee.			
b. dactyl.			
c. anapest.			
d. iamb.			

		I	R	M
D.	Myths, Fables, Legends			
	Given a myth, fable or legend the student will be able to:			
	1. Identify the basic characteristics.	6	7-8	9
	2. Identify the meaning.	6	7-11	12
	3. Identify characters and events.	6	7-11	12
	4. Identify the didactic elements.	9	10-11	12
	Given a myth, the student will be able to:			
	5. Recognize that myths were invented to explain creation and natural phenomena.	6	7-8	9
	6. Identify universal themes.	6	7-11	12
	7. Identify the importance of mythological references in everyday reading materials, such as advertising and comics.	6	7-8	9
	The student will be able to:			
	8. Write an original myth.	6	7-8	9
	9. Write an original fable.	6	7-8	9
E.	Newspaper			
	Given a news article, the student will be able to:			
	1. Recognize the who, what, when, where, why, and how in lead paragraphs.	6	7	8
	2. Distinquish between editorializing and factual reporting.	6	7-9	10
	3. Extract in summary form the basic facts of a news article.	6	7	7
	4. Identify terms such as byline, dateline, headline.	6	7	8
	5. Write a news article based on a contemporary event.	6	7	8

	I	R	M
The student will be able to:			
6. Identify propaganda devices in newspaper reporting.	6	7-11	12
7. Evaluate the validity of editorial writing.	8	9-11	12
8. Identify the following aspects of a newspaper:	6	7-8	9
a. news (international, national, local).			
b. features.			
c. sports.			
d. editorials.			
e. advertising (commerical, classified).			
9. Recognize the three basic aspects of editorial writing: premise, presentation of arguments, conclusions.	9	10	11
F. Essay			
The student will be able to:			
1. Identify the thesis and supporting elements.	8	9-11	12
2. Distinguish between the formal and informal essay.	8	9-10	11
3. Write an informal essay.	8	9-11	12
4. Write a formal essay.	9	10-11	12

XV. Recommended Novels and Plays: Grades 7 - 10

The following list shows the recommended grade level of specific novels and plays assigned for classroom study. It is recommended that teachers assign novels and plays only on said levels. It is further recommended that individual school districts develop their own expanded lists. Any additions to the recommended list below should be communicated to the Office of Curriculum and Instruction.

Grade 7

The Incredible Journey
Empty Schoolhouse
And Then There Were None
Rascal
Edgar Allan
A Patch of Blue
The Prince and the Pauper
The Christman Carol
Shane
When Legends Die
Silver for Dinner
A Night to Remember
The Contender

Grade 8

Light in the Forest
The Red Pony
The Pearl
Lost Horizon
Death Watch
Against Time
Across Five Aprils
The Outsiders
To Be A Slave
Durango Street
Tuned Out
The Call of the Wild
April Morning
Johnny Tremain
Harlem Summer
Fantastic Voyage
Fahrenheit 451
The Chosen
The Hobbit
Jonathan Livingston Seagull
The Old Man and the Sea
Anne Frank - A Diary of a Young Girl

Grade 9

Huckleberry Finn
Lord of the Flies
Our Town
Pygmalion
A Separate Peace
To Kill a Mockingbird
Great Expectations
Julius Caesar
The Merchant of Venice

Grade 10

The Crucible
Of Mice and Men
The Red Badge of Courage
The Glass Menagerie
Our Town
Hiroshima
The Catcher in the Rye
Huckleberry Finn -
The Scarlet Letter
Death of a Salesman
The Jungle
Silas Lapham
Billy Budd
Grapes of Wrath

XVI. High School Senior English Elective Courses

A. Composition Workshop - Semester Course

The student will be able to:

1. Write effective sentences and paragraphs.
2. Use rhetorical tropes.
3. Relate the techniques of composition to literature and literary criticism.
4. Explain the principle of "voice" in rhetoric.
5. Use observation and literature as sources of rhetorical invention.
6. Explain semantics as part of the limits of language.
7. Write expository and personal essays.
8. Describe sources of information.
9. Describe the form and purpose of the formal report and library paper.
10. Write with increasing clarity and grace.

B. Forms of Literature - Full Year Course

The student will be able to:

1. Recognize the structures of literary genre.
2. Read literary texts closely, drawing inferences.
3. Apply criteria of literary criticism to works read.
4. Relate composition skills to critical analysis.

C. Contemporary American Drama - Semester Course

The student will be able to:

1. Identify the historical, sociological, and psychological climates which have influenced twentieth century American drama.

The student will be able to:

2. Distinguish among plays typical of several schools of contemporary drama.

3. Identify common themes in contemporary American drama as a reflection of American society and its values.

4. Apply criteria of literary criticism to work studied.

D. Twentieth Century American Novel - Semester Course

The student will be able to:

1. Explain the various theories of novel writing.

2. Define the terms romantic, realistic, and melodramatic when applied to a novel.

3. Identify the characteristics of different types of novels.

4. Apply criteria of literary criticism to novels studied.

5. Explain an author's purpose in writing a particular novel.

6. Evaluate the degree of success achieved by an author in reaching the declared purpose of a given book.

E. Speech - Semester Course

The student will be able to:

1. Participate in class activities as active speaker and listener.

2. Select and organize content for any speech.

3. Control voice and body when speaking before any assembly.

4. Listen critically.

F. Journalism - Full Year Course

The student will be able to:

1. Gather and organize news.

2. Conduct an interview.

The student will be able to:

3. Write lead paragraphs.

4. Organize and write news stories.

5. Write in newspaper style.

6. Write headlines.

7. Plan and organize page makeup.

8. Sell advertisements.

9. Prepare contracts related to advertisement.

10. Discriminate among the functions of the types of electronic journalism - film, television, radio.

11. Prepare photographs and illustrations for the newspaper.

12. Publish and sell newspapers.

G. Humanities - Full Year Course

The student will be able to:

1. Identify and explain the characteristics of the major artistic schools or movements that have dominated the history of the arts.

2. Write formal expository essays dealing with man's attempts to express his feelings or ideas about himself, his fellow man, his environment, and his gods as these feelings or ideas are manifested in literature, works of art, music, dance, photography, and film.

3. Apply criteria of literary criticism to works studied.

4. Analyze and interpret works of art, orally and in written essays.

5. Analyze and interpret musical compositions orally and in written essays.

6. Analyze and interpret dance performances, orally and in written essays.

The student will be able to:

7. Analyze and interpret photographic works, orally and in written essays.

8. Analyze and interpret films orally and in written essays.

H. Creative Writing - Semester Course

The student will be able to:

1. Express one thought in a variety of ways.

2. Write an expository essay; a narrative account of a series of events; a detailed description of a person, place or object; a poem; a short story.

3. Express ideas clearly and succinctly.

4. Recognize the full dimensions of characterization through student pantomime, role playing, and improvisational activities.

5. Use a variety of language forms in written work.

6. Apply techniques learned in the course to maximize the expression of creative thoughts.

I. Play Production - Semester Course

The student will be able to:

1. Perform selected scenes and short plays on stage before large and small audiences.

2. Explain principles of blocking.

3. Direct short plays.

4. Choose and apply appropriate make-up for stage productions.

5. Identify the multiple parts of a stage.

6. Analyze and interpret plays, orally and in written essays.

J. Advanced Placement English - Full Year Course

The student will be able to:

1. Conduct seminars, organize and lead discussions, and develop ideas orally.

2. Write at an advanced level about literary topics, abstract topics and philosophical topics.

3. Explain orally and in written essays literary forms, their use, interpretations, content, and style.

4. Utilize the techniques of independent study in completing several such studies on major topics.

5. Analyze and interpret advanced literary works orally and in formal essays.

K. Film Production - Full Year Course

The student will be able to:

1. Explain the parts of a camera.

2. Explain the parts of a projector.

3. Explain the function of the camera's parts.

4. Explain the function of the projector's parts.

5. Explain the correct way to care for these parts.

6. Explain orally and in writing the relationship between a film's content and the director's techniques.

7. Read, analyze and interpret motion picture and television scripts.

8. Apply critical criteria to professional and student-made films.

9. Analyze the structure of specific scenes from films.

10. Explain the processes followed in the preparation of a film by preparing films of his/her own.

L. Laboratory and Technical Business Writing -
Full Year Course

The student will be able to:

1. Write technical reports.
2. Write "How To" manuals.
3. Write business letters of varying types.
4. Conduct interviews.
5. State the necessary factors for successful interview.
6. Write letters of application and fill out application forms.
7. Role-play effective sales techniques.
8. Discriminate among the influences of the media on sales.

Suggested Procedure For Learning To Spell A Word

The findings of research are incorporated in a series of steps in learning to spell a word. These steps involve pronouncing each word, looking carefully at each part as the word is pronounced, saying the letters in sequence, attempting to recall how the word looks and saying the letters, checking this attempted recall by looking at the correct spelling of the word, writing the word, and comparing the word as written with the correct spelling of the word. These steps are repeated if necessary until the word is correctly spelled. (These steps involve visual, auditory, and kinesthetic imagery as well as an emphasis on recall.)

Source: Individualized Instruction, Inc.
Oklahoma City

* A suggested word list for teachers, appropriate for use in both reading and spelling is:

Teachers' Word Lists for Reference
by Beth H. Slingerland
Educator's Publishing Service
75 Moulton Street
Cambridge, Massachusetts 02138

Common Prefixes and Suffixes *

Common Prefixes

1. re	6. col	11. pro	16. in
2. un	7. cor	12. mis	17. en
3. vice	8. de	13. a	18. im
4. con	9. dis	14. ab	19. ex
5. com	10. pre	15. sub	20. inter

Common Suffixes

Noun Suffixes

1. ly
2. ant
3. ist
4. eer
5. er
6. or
7. y
8. ty
9. ion
10. tion
11. sion
12. dom
13. ness
14. ate
15. ure
16. age
17. ment
18. ance

Adjective Suffixes

1. y
2. al
3. ar
4. er
5. ic
6. ous
7. ful
8. ant
9. ent
10. ate
11. ive
12. able
13. ary

Verb Suffixes

1. ish
2. ate
3. ize
4. y

*Basic Goals in Spelling - Webster/McGraw-Hill

SQ3R Method of Study

1. The student will be able to describe the SQ3R method of study by explaining the meaning of each number and letter and what activity each represents.

   SQ3R stands for the following:

   S = Survey: Look over the index, chapter headings, section headings and sub-headings. Skim material.

   Q = Question: Ask yourself questions the answers to which you hope to find in the material.

   R = Read: Read the material carefully, taking notes on it or outlining if necessary. Keep the questions you asked yourself in mind.

   R = Recite: Answer all your questions to yourself or better yet, to a friend.

   R = Review: Go over the material (and notes if necessary) to be sure you understand.

2. The student, after reading any given article which he/she has previously surveyed and questioned according to the SQ3R method, will be able to orally recite answers to the questions he/she had formulated.

3. Using SQ3R, the student will be able to question any given article and write down his/her questions.

4. Given any written material and a study period, the student will be able to take notes on it with the intent of explaining it to another student.

5. Using SQ3R, the student will be able to review material surveyed, questioned, read and recited, and demonstrate his/her knowledge by explaining the procedure used.

Outline Form

Title

I. Main Topic (Central Theme)

A. Sub-topic (Main Point)

1. Detail

2. Detail

a. Sub-detail

b. Sub-ddtail

B. Sub-topic

II. Main Topic

(etc.)

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